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Only about 25 percent of them are literate. Less than a fourth of the children of school age are in school, and less than 2 percent ever complete secondary education. Pupil-teacher ratios of 100 to 1 are common, compared to about 25 to 1 in the developed countries.

To help meet this challenge, the United States, through the Agency for International Development, has established cooperative educational programs in 58 nations. In each the goal is the same: To train people who in turn can train teachers, prepare suitable texts and teaching aids, and themselves develop a strong educational program in their respective countries. Assistance is provided for all levels of education—primary, secondary, and higher education; for all age groups and types of schools—vocational and technical as well as general education; and for construction and equipment as well as for technical assistance.

In 1962, AID obligated \$93 million in U.S. funds plus an additional \$98 million in U.S.-owned local currencies to assist the developing nations in meeting acute educational problems.

In Bolivia, AID projects are being carried out to improve commercial education. Libya, a program in vocational training for farmers, tradesmen, and handicraft artisans is in progress. In Iran, U.S. aid helped to establish an entire vocational education system for the Iranian armed forces.

In Pakistan, an AID team taught Pakistani railwaymen—few of whom spoke the same language or dialect—how to operate diesel locomotives.

With independence approaching in Kenya, an AID-assisted special project has begun to train 47 local government officials for positions of high responsibility in the government when independence is granted.

A fascinating example of an AID project covering several levels of education is the program in Nepal.

Nepal's first teacher-training center was established in 1954 under the direction of the University of Oregon. In 1956 mobile teaching teams were organized to carry teacher training to the remote provinces.

A college of education was established and a staff trained to educate up to 2,000 teachers a year. A bureau of textbook publication was established and several of its Nepalese staff members were sent to the United States for special training. The bureau printed 11 different titles and 225,000 pieces of educational literature in its first 5 years of operation.

More than 2,400 part-time teachers were trained for literacy education, and they in turn taught more than 1,000 adults to read and write in their 3rd year in the field.

Nepal's first national university was established with colleges of liberal arts and sciences, agriculture and forestry, education, law, nursing, and medicine.

Before the AID program began, Nepal had no national university, no teacher-training institution. Only 1 child in 200 was in school, and only 2 percent of the Nepalese people could read and write. At the end of the first 5 years of the

education project, more than 1,500 new primary classrooms had trained teachers, 200 new schools were receiving financial aid, and 20 new primary texts had been published. Nearly 200 secondary teachers had received bachelor of education degrees and 45 high school teachers had undergone a 1-year course for the improvement of English instruction. In addition, Nepal's entire secondary school curriculum had been revamped to include vocational instruction urgently required in agriculture, home economics, commercial education, and industrial arts.

A program similar to the one in Nepal is now being carried out in India with the assistance of U.S.-AID education teams from Ohio State University and the Teachers College of Columbia University.

In Cambodia a teacher-training program has been under way for 5 years. Prior to 1958 Cambodian students with a sixth-grade education were given a summer of training and then pressed into service as elementary school teachers. Under the AID contract Cambodia's first teacher preparation center was established and has already become the largest educational institution in the country. Each year the center trains 200 elementary school teachers. Another similar institution is now being established with AID assistance to train secondary school teachers.

Television represents a potentially valuable educational medium for the developing nations. In Nigeria, for example, AID has provided an experienced American educational television executive as an adviser to the Nigerian staff of a new educational television station. From 1960 to 1962 the station has telecast more than 700 different programs for a total of 350 hours of instruction to 100 village schools equipped with television sets supplied by the Nigerian Ministry of Education.

Not only teachers, but also classrooms are in short supply in most underdeveloped nations. AID has encouraged the building of new schools and classrooms in many countries by providing technical help and materials while local residents provide the construction labor on a volunteer basis.

In Guatemala, Government and AID have developed a self-help school construction program in partnership with AID in 1960. AID and the Guatemalan Government agreed to share equally any costs not absorbed by the local communities. At the beginning of the project, it was expected that volunteer labor would cover about one-third of the cost of construction. In fact, it has accounted for nearly 50 percent of construction costs. During the 3 years since the pilot project began, self-help schools have been built in every province of Guatemala. More than 1,100 classrooms in 300 schools have been completed. The enthusiastic turnout of villagers for each school dedication symbolizes the impact of such AID assisted projects on the lives of the people.

Self-help school construction programs have been started in Guatemala are now under way in Chile, Liberia, El Salvador, and Honduras.

Another serious educational problem facing many developing nations is that of adult literacy. In Turkey a unique approach to the problem has been instituted with U.S. aid. Literacy training has been given to more than 150,000 Turkish soldiers and an additional 120,000 are expected to complete training each year.

In addition, more than 3,000 primary school teachers have gained literacy teaching experience at the military centers. This group will form the teaching nucleus of a planned civilian literacy program. The goal is to reduce illiteracy in Turkey from 70 to 30 percent by 1975.

In the Turkish project, as in most literacy projects, U.S. experts help local educators prepare training materials, texts, and followup reading materials for use by the newly literate.

As of 1962, the Agency for International Development had undertaken projects to increase the supply and improve the quality of primary and secondary school teachers in 33 Latin American, African, and Asian nations. In Afghanistan, U.S. aid is the only bilateral assistance permitted by the Government in the sensitive area of education.

Because English has become the nearest thing to an international language in many underdeveloped nations, AID has been providing technical assistance for the teaching of English in 14 Asian and African countries.

Finally, 75 American universities and colleges are working under AID contracts in the establishment and improvement of facilities for higher education in more than 26 Asian, African, and South American countries.

Of the many needs of the developing countries none is more critical than the need for education, in the broadest sense of the word. And of the many parts of our foreign aid program none is more in keeping with American ideals, and the aspirations of Americans for their fellow men, around the world, than educational assistance.

INTRODUCTION OF RESOLUTION FOR THE ESTABLISHMENT OF A JOINT COMMITTEE ON FOREIGN INFORMATION AND INTELLIGENCE

The SPEAKER pro tempore (Mr. ROYBAL). Under previous order of the House, the gentleman from New York [Mr. LINDSAY] is recognized for 60 minutes, 10 minutes of which have already been consumed by the previous presentation of the gentleman from Minnesota [Mr. FRASER].

(Mr. LINDSAY asked and was given permission to revise and extend his remarks.)

Mr. LINDSAY. Mr. Speaker, I rise today to introduce a resolution for the establishment of a Joint Committee on Foreign Information and Intelligence. I propose that the committee be constituted roughly along the lines of the Joint Committee on Atomic Energy and that it have its own funds and staff resources. I propose also that it make continuing studies in the whole area of